
1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

- **Course content**
- **Field experiences**
- **P-12 district/school partnerships**
- **Faculty development**

In areas where no changes were necessary, briefly indicate why.

Undergraduate Teacher Preparation Program

Course content and Field Experiences

The Undergraduate Program has adopted the “Themes of Sustainability Framework” developed by Victor Nolet. These will give a common set of meanings for the program regarding sustainability.

- EDU201 Educational Psychology Curriculum to include rationale of the value of personalized learning through student articulation of learning targets, self-assessment.
- EDU202/203(field experience) Exploring Teaching Curriculum now includes definitions of terms “personalized learning”, “learning targets” teacher-based evidence”, “student-based evidence”, “evidence in student voice”. Guided Observation in field placement to include description of observations of above terms.
- EDU 321 Intervention for Motivation and Behavior (includes field experience) has added the measure of social validity from both the teacher and student voices.
- EDU 401W, Democracy, Leadership and Schooling, has been changed to add the social context of global citizenship and has adopted the Nel Noddings text *Educating Citizens for Global Awareness*. This course will also integrate the several of the Themes of Sustainability.
- EDU 340/350, Elementary and Secondary Methods courses, (both include field experiences): Elementary and Secondary Methods: Instructor now models how to orally and visually communicate the learning targets. Instructor also models how to elicit evidence in student voice that students know the learning targets, self-assess their achievement of the targets, and understand the resources available to them. Lesson Plan assignments and Unit Plan assignments have been revised to include orally and visually communicating the learning targets, and eliciting student-based evidence, including evidence in student voice.
- EDU 343, Elementary Science Methods, has placed a greater emphasis on issues of sustainability into the course content and into products candidates produce.

- EDU 366, Teaching English Language Learners, has a greater emphasis on the cultural understanding of the context of the learner that goes beyond just instructional accommodations for English Language Learners.
- EDU 367/368, Introduction to Intercultural Communication and Intercultural Field Experience. This course is being more intentional in collecting data to examine candidate beliefs and skills on intercultural competency as well as examining the cultural context of the learners with whom they work in the field experience.

P-12 District and School Partnerships

We worked with a state grant sponsored partnership with the Mead School District exploring the collection of evidence showing student learning and capturing student voice in demonstrating learning. We have also worked with a number of local districts in the development of the Co-teaching workshop, which we see as a way to infuse the elements of Standard V into student teaching. The Co-teach model creates a better classroom environment for the teacher-candidate and the mentor teacher to work together on the collection of student-based evidence.

Faculty Development

At our weekly undergraduate meetings, in our SOE meetings, and at our PEAB meetings we have been immersed in the development of ideas and the implementation of those ideas into our curriculum regarding Standard V. We have sent faculty to the state sponsored events on Standard V implementation, the state-sponsored Assessment Conference, and WACTE meeting on implementing Standard V.

No Changes

There are very few areas in the program that are left unchanged by the implementation of Standard V. The category of collecting evidence and voice from the K-12 student has affected all our courses which have a field experience. The middle category of teacher-based evidence has affected most of the other courses as well. The section 5.3 probably is the one area in which we have made the most changes to include this new standard.

Master In Teaching Program

Course Content:

- Program course syllabi and assignments have been revised to show how content in the course and candidate performance are directly connected to teacher and student-based evidence. We are using a table in program syllabi very similar to the one generated for this report (See example from ETC program).

- The 10 standards that make up the Teacher Work Sample (TWS) are being revised using the terms and practices associated with Standard 5. This process of revision has generated a lot of professional dialogue, greater collaboration among faculty members, and intentional outcomes and evidence both for our teacher candidates and the students they teach both at the pre-service and in-service settings.
- The focus of the required research courses and associated TWS (#9): **Action Research: Research on Student Learning** is based on generating, analyzing the effectiveness of, and responding to student-based evidence.
- Program assessment plans have been reviewed and revised to align with the Standard V expectations.

Field Experiences:

- The MIT teacher candidates are in the same room(s) with the same teacher(s) for the entire year. During the fall term, they are in schools 2 days per week for 13 weeks. During the spring term, they are student teaching full time from late January to the last week in May. One of the most significant ways in which the program is meeting the requirements of Standard V in the field experiences is through providing Master Teacher Professional Development sessions where the focus has been the education about and the generating of teacher-based and student-based evidence of learning. Another way is through the unit and lesson plan templates developed by the faculty. There are now two columns that must be filled out. One is “teacher-based evidence” and the other is “student-based evidence.” Our candidates are responding that this helps them focus their attention and always move toward some type of evidence in their daily instruction.

P-12 district/school Partnerships:

- Whitworth is part of the Standard 5 Mead Pilot grant. Two of the four MIT faculty are grant participants and thus have brought back to the program how teachers can generate, analyze, and respond to student-based evidence. The richest outcome has been the generation of samples of ways to collect student voice. Other school partnerships will focus on integrating the “evidence based paradigm” in future years. The MIT program is also involved in the co-teaching initiative that will utilize a new model of student teaching and facilitate the collection of student based evidence.

Faculty Development

- Faculty have attended and presented at state-sponsored assessment and Standard 5 meetings over the past year. Professional development sessions have occurred for all clinical (adjunct) professors who teach

methods courses. University supervisors have attended several sessions to inform them of the Standard V expectations and what to look for and how to assess teacher candidates' efforts to provide teacher and student-based evidence of learning. Mentor Teachers have been invited to attend two sessions this year where the focus was on the new standard and the focus on student-based evidence and particularly formative and summative gathering of student voice along with other artifacts of what was learned.

No Changes

The MIT program has added no new courses as a result of the changes in Standard V. However the impact that the changes in the standard has had on the program are substantial. All courses and field experiences will now focus on candidate and student based evidence.

Evening Teacher Certification Program

Course Content

Many of the changes made to embed Standard V instruction and data collection into specific courses are delineated within the table as well as the companion document, *Ideas for Evidence* (attached). Examples include:

- EDE 202, Exploring Teaching, a new textbook was used to introduce students to the concepts of student voice, global citizenship, sustainability and intentionally-integrated curriculum. The syllabus has been revised to delineate these new targeted outcomes. Student assignments in this class include qualitative data collection from teachers and students in the P-12 arena regarding current relevant issues in education as well as practice in using student reflective voice in response to informal and formal assessments. (5.1 & 5.2)
- EDE 360, Differentiated Instruction, students develop a unit plan that integrates concepts of sustainability and global citizenship into content to be taught during the student teaching internship. Using the *Curriculum Integration and Instructional Alignment Guide* developed by OSPI, we have revised the lesson plan template used in all methods courses to include components of differentiation, student reflective voice, formative assessments, student grouping and family connections. See attached lesson plan template. (5.1 C, 5.2 A,B&C and 5.3 A&C)
- EDE 343, K-8 Science Methods, which has been reworked to present a more intentional focus on areas of environmental sustainability as well as community-awareness and community involvement. Candidates in this course develop interactive projects to engage students in hands on learning about environmental issues. These interactive exhibits become the basis for a community science fair held at a local elementary school. Over 250 students and family members attended the most recent Science Fair.

- Because the ETC program is cohort-based and has a set sequence of courses we have been able to scaffold candidate learning and documentation of Standard V components. The four ETC programmatic benchmarks are tied to successful completion of practica and courses which have been changed to reflect the developmental progression in collecting evidence from course assignments during each progressive term. In addition, we have developed a template for collecting and storing Standard V evidence that will lend itself to populating an electronic portfolio when the Live Text adoption comes online next fall. (See attached Standard V Record of Evidence Template)
- Due to our participation in the Standard V pilot project, we learned a great deal about issues related to formative assessment, student-based evidence and student voice which transformed the delivery and sequencing of portions of our curriculum. We also recognized the need for innovation and expansion of our curricular focus in the areas of sustainability - economic, environmental and educational - as addressed in Standard 5.3D. We feel we have made great strides in this area; however we are not where we need to be yet. To this end we have adopted the research-based *Themes Associated with Sustainability Literacy* developed by Victor Nolet as a conceptual framework to guide our continuing efforts.

Field experiences

- Syllabi for each of the five field experiences within the Evening Teacher Certification program have been revised to include activities and opportunities for students to practice collecting student-based evidence.
- Each micro-teaching with peers as well as each mini-lesson in the field includes a reflective self-evaluation assignment in which students comment on the impact of their teaching on student learning based on learner-derived data.
- Candidate self-evaluations tied to the university's conceptual framework provide recurring opportunities for candidates to self-assess and set goals for the next practicum experience as well as the related coursework.
- Our school district liaison first targets buildings that have been involved in the Standard V pilot project when making student teaching and practica placements. Mentor teachers who have been through the pilot training, teachers at grade level teams who have been involved in the pilot, and mentors who have completed the professional certification process are selected whenever possible.
- The partnership that we have with the Mead School District has allowed us to cluster students in buildings and at grade levels where the mentor teachers are, or have been, involved in the district's ongoing assessment transformation efforts through their Assessment Academy. This professional development opportunity closely

aligns with the work that has been done to implement Standard V. Teacher candidates will continue to attend district assessment training along with their mentor teachers if placed in Mead.

- In districts where the level of awareness around the tenets of Standard V are still in the earliest developmental stages, our supervisors act as advocates for our students and liaisons for the university. They make specific recommendations for candidate practices that support the evidence-based paradigm shift, particularly in the area of student voice. In addition, we attempt to match students with teachers who have completed the Professional Certification or National Board Certification processes because they are experienced in collecting student-based evidence of learning.

P-12 district/school partnerships

- Whitworth has established multiple partnership activities that support and encourage practices aligned with the knowledge and skills measured by Standard V.
- In the area of the arts and aesthetic reasoning, ETC students volunteer with an after school art club at two high poverty schools in the area. An annual Art Show and reception is held at a Whitworth University Gallery showcasing student pieces and allowing candidates to practice aesthetic principles for evaluating art. (5.1C and 5.3C).
- In the realm of science, we have partnered not only with district schools but also local agencies to bring sustainability curriculum into the classroom through activities such as training opportunities with Project Wet, Project Learning Tree and the Spokane E3 Initiative. Two other examples of partnership activity are the involvement of School of Education students in community schools serving as panelists for the senior culminating project presentations and volunteering with students enrolled in AVID, a personalized pro-active approach to addressing academically at-risk students. (5.3)
- Finally, the groundwork has been laid for partnering with local schools interested in implementing the co-teaching model for clusters of practica and student teaching students within a selected building/s. At these sites, professional development can continue with mentors in order to develop pockets of competence that we hope will move us toward a critical mass within new partner districts.

Faculty development

In order to facilitate the shift in practice required by Standard V, faculty development has been approached in three distinct ways.

- Faculty and supervisors have participated alongside candidates and mentor teachers in the workshops provided by the PESB grant funded pilot project. During this time a vocabulary list with definitions was

developed and adopted due to early confusion over terms with multiple meanings and a need for clear communication regarding Standard V (See attached glossary of terms document).

- Whitworth's School of Education has provided faculty with access to workshops sponsored by OSPI and to related conferences.
- Each teacher preparation program has taken upon itself the responsibility to see that their instructors have begun this learning process. It is not something that can be accomplished by a one shot professional development day but rather needs to be revisited and discussed as understanding develops. In the ETC program in particular, initial adjunct training will take place this spring and continue through the following academic year. It is our hope that we will be able to provide training on the new EBPA, Evidence-based Pedagogy Assessment, in conjunction with ongoing discussions and refinement of Standard V practices during 2009-2010.

No Changes

The ETC program has added no new courses as a result of the changes in Standard V. However the impact that the changes in the standard has had on the program are substantial. All courses and field experiences will now focus on candidate and teacher based evidence. In the areas of teacher-based evidence we were able to make minor adjustments to the items that were already in place for addressing Standard 5.4. Students are now required to specifically reflect on, and speak to, professional growth in terms of practices that impact student learning.

2. In no more than three pages, describe the process used to engage program personnel in reviewing, rethinking, and revising the program.

Undergraduate Teacher Preparation Program

The faculty members were introduced to Standard V when it first was developed by the PESB. The undergraduate faculty members meet weekly to discuss curriculum issues and soon after the adoption of Standard V we began to look for ways to understand it better and to find ways to include it in our program. Various faculty members attended workshops, seminars, and conferences on the new standard. We began to draft definitions for what constituted student voice and evidence so that we have common constructs for curriculum development. We also included the PEAB early on in our discussions of Standard V and its implementation. The PEAB decided to deviate from its normal schedule of reviewing the Approval Standards and chose to spend 2007-08 and 2008-09 on just Standard V. The PEAB was in agreement that this was a standard which needed greater time and care for implementation. The PEAB members were updated or consulted at each of our meetings on Standard V. One of the WASA members of our Teacher Education PEAB, Kelly Shea, is also a key player in the Mead School District for our partnership pilot grant, and this allowed for rich conversations for our meetings.

We also applied for one of the state grants to be a pilot program. This allowed our faculty, supervisors, teacher candidates, and partnership schools to learn how to implement the elements of Standard V together. At one of the partnership grant meetings we had a “Gallery Walk” put on by our teacher candidates and their mentor teachers showing strategies they had used to collect student evidence and student voice regarding learning. We invited students from our undergraduate program to attend this portion of the meeting to see the various examples teacher candidates were developing in this area. This was a great way for modeling to take place for our undergraduate students. They were introduced to the idea of student voice and at the same time were able to see our teacher candidates working collaboratively with K-12 teachers, and university faculty and supervisors, while they all learned together on the implementation of strategies for the collection of student-based evidence. Following this meeting, we invited three teacher candidates and their mentors to our PEAB meeting to show several of the strategies that were demonstrated at the partnership pilot meeting.

The undergraduate program set up a Standards V directory on the Education Server which had three different sections. In the first section we placed documents in which we shared ideas with each other on how we modeled Standard V strategies in our university classrooms such as our own exit slips for our classes. In the second section we placed documents such as syllabi and assignment changes to share with others on how we

had modified our own courses to integrate elements of Standard V, and then in the third category we shared teacher-candidate work that students had created during their field experiences which modeled either the collection of student evidence of student voice. This area of the server has become a resource for our faculty to go to for ideas on how to better implement Standard V.

Master In Teaching Program

The MIT faculty have weekly formal meetings that last from 2-3 hours. For the past 14 months there has rarely been a meeting without Standard V being a major agenda item. The faculty started the process of meeting the new standard by identifying the key terms and phrases and then defining them in meaningful ways. For example, we asked what teacher-based and student-based evidence really mean; how do we currently measure them; what are the examples or evidence we have traditionally gathered; how can we gather student voice? Once we agreed upon and were clear with the terms and language of the Standard V, the faculty then began reviewing what was currently in place to measure teacher candidates' knowledge and skills. The first source reviewed was the current MIT program benchmarks. Connections were made between these benchmarks and the new standards. While the benchmarks were well placed, and the evidence gathered for each benchmark was solid, it was realized that changes or modifications needed to be made within the actual major assessment components.

The major components that provided evidence of candidates' knowledge and skills are housed in the 10 standards that make up the Teacher Work Samples (TWS) required of all candidates. Language, knowledge, skills, and sources of evidence required in each of the 10 standards are being systematically reviewed and revised for consistency and alignment with the new standards.

Professors who are considered the core faculty in the MIT program brought their course syllabi to meetings and began reviewing content and methods of assessment. In many cases, the evidence gathered of teacher candidate knowledge and skills was not clearly stated and there was not a focus on student-based evidence. So, syllabi have been modified to include concepts, practices, and assessments that are teacher and student-based. There has been an infusion of the concept of educating citizens for global awareness that includes knowledge about sustainability literacy along with strategies and student-based evidence that students are learning and applying the principles. The way that courses are beginning to be taught reflect the intent and content of the criteria set forth in Standard V as well as gathering teacher and student-based evidence.

With some modifications, the elementary and secondary program coordinators have duplicated the above process of syllabi and course development with adjunct faculty that teach content-specific courses. Because these professors are actual practicing classroom teachers, they understand the concepts and are embracing the specificity of the expectation to align with Standard V criteria, and the evidence-based language.

Evening Teacher Certification Program

Over the past year our staff has been engaged in deep conversations around processes for modeling and teaching the importance of assessment for learning and providing authentic opportunities for candidates to analyze evidence of student engagement in learning. These conversations have included formal inclusion of Standard V as an agenda item at our biweekly ETC staff meetings. Standard V also been the focus of our supervisor and adjunct training sessions this year and as a discussion item at the School of Education Leadership Team meetings and the School of Education Faculty meetings. All faculty were challenged to demonstrate, practice and evaluate our progress in modeling the practices for which we will be expecting our candidates to provide evidence.

We also had the added advantage of holding these same conversations with mentors, candidates and administrators as we met collectively to discuss Standard V during our PESB grant workshops. These groups dealt with the topics of student voice, collecting of evidence and assessment for learning across disciplines, age groups and building cultures. There was a richness to this open dialogue that was fostered by the willingness to admit that none of us were experts; we were all developing these skill sets together.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

Undergraduate Teacher Preparation Program

At each of our meetings following the pilot grant partnership gatherings we shared with each other ways in which our teacher candidates were implementing successful strategies to meet the Standard V criteria. These represent a variety of formative approaches to assessment. In our major methods courses we have integrated strategies for collecting and analyzing student evidence and voice. We also have an entire course, Intervention for Behavior and Motivation, in which all of our candidates do a pre-assessment, develop an intervention, implement the intervention, and then collect and analyze post-assessment data.

Attached is a list of strategies used in our general methods course, a flowchart for assisting students in the collection of student voice, and a DVD showing first and second grade students teaching other first and second grade students “fix it” strategies for literacy. The video was created and produced by two of our undergraduate teacher candidates working together in one building in the Mead School District as a part of Standard V pilot.

Master In Teaching Program

The first strategy for developing teacher candidate capacity is through what is required in meeting the 10 standards set forth in Teacher Work Samples. Because program professors have and are modifying the TWS documents they are responsible for to align with Standard V, candidates are thinking and writing about, and expected to plan for gathering teacher and student-based evidence of what is ultimately taught in their classes. So, these new prospective teachers know only this way of teaching and learning.

The second strategy for developing candidate capacity is that content-specific adjunct methods professors are teaching and expecting the same kind of products and thus are reinforcing initial learning. Further, all unit and lesson plan templates include teacher and student-based evidence that must be addressed at the planning and delivery stages of instruction.

A third strategy is related to the student teaching experience. Candidates must design their lesson plans, gather and provide evidence for their university supervisors of how they know their students are learning. Candidates are producing actual artifacts of what they have tried and work well. Several of the candidates in the MIT program have participated in the Mead-Whitworth Standard V Pilot grant and have shared with peers the various strategies and samples.

Finally, the focus of the research course taken by all candidates is on studying the effectiveness of different evidence-based assessments. Through studying their own practice, candidates are learning what might be the most effective strategies to gather student-based evidence of their students' learning.

Evening Teacher Certification Program

The number one strategy that we are using for developing capacity to analyze and respond to student-based evidence is the development of lessons using the revised lesson template (See Daily Lesson Plan attached). As mentioned earlier this template includes consideration of differentiation strategies, student reflective voice, formative and summative assessments, student grouping and family connections. Intentional planning for these components within each lesson increases awareness and skills for personalizing learning. Hand-in-hand with the lesson planning, candidates are required to reflect on students' performance using formal and informal assessment strategies. This data is used to drive subsequent instructional planning.

The second strategy, which is of equal importance but is developmentally dependent on the pre-requisite skills needed for the first strategy, is the acquisition of techniques for increasing and assessing students' metacognitive skills. This is where the ability of the student to reflect and self-assess is critical to learning. Candidates need strategies for increasing students' ability to articulate their learning needs, goals and achievement if they are to respond with the instructional support needed to take students to the next level. Graduate level action research studies in the areas of student voice and sustainability will provide student-based evidence and the opportunity for close analysis of this data. Selected research results are disseminated at the annual Spokane Intercollegiate Research Conference each spring.

Finally, the opportunity to collaborate with mentor teachers and field supervisors on collecting and analyzing data will provide an added layer of relevancy. Conversations about student work with teachers and students in the context of providing daily instruction in the field creates a sense of urgency to the learning that would not be present in micro-teaching and one shot mini-lessons.

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

Undergraduate Teacher Preparation Program

The major area that the undergraduate program will continue to focus its attention on will be the integration of 5.3.D (Global Citizenship and Environmental Sustainability). To do this with our elementary candidates poses less curricular issues since we can place it into our elementary science methods course. The bigger challenge is to integrate it across both the elementary and secondary programs. All of our students take the course, Democracy, Leadership, and Schooling and it is in this course that we have placed the major responsibility for developing global and environmental perspectives. The course is currently structured around embedded social contexts starting with families, and then moving out to include classrooms, schools, communities, and then society. We have added an additional embedded circle in which all the other contexts are embedded: Global citizenship and environmental sustainability. We have adopted the “Themes of Sustainability” by Victor Nolet across the program and in this course we will read Nel Noddings’ book: *Educating Citizens For Global Awareness*. We have also integrated these themes into our instructional design courses as well as it being addressed in our Introduction to Intercultural Communication and its field experience, and into our English Language Learners class. We know that our candidates will be able to demonstrate their own Teacher-Based Evidence, but are still working to develop effective strategies in which all our teacher candidates will be able to show K-12 Student-Based Evidence in this area.

Master In Teaching Program

The most effective ways to teach and document teacher and student-based evidence of learning will be the focus of continuing attention and development in the Master in Teaching program. The intentionality and the consistency of the concepts and practices put into place will be central to our work. Along with the above, being open to innovative curriculum and strategies that enhance and refine how our teacher candidates are prepared will be essential as we proceed. Major program documents such as the Teacher Work Sample and benchmarks are being systematically reviewed for consistency and alignment with the Standard V. Conceptual and methods courses continue to be reviewed and refined to provide teacher candidates with the breadth of knowledge and skills for this occur.

There are Standards that will require more professional development and some trial and error. For example, how and to what extent do we implement 5.1 (C) – “Integrated across content areas?” We look forward to consulting and collaborating with district personnel as we put this together. Also, while the faculty in the MIT

program is confident with what has been implemented in terms of Standard 5.3 (D) – Contextual community centered, there are many excellent resources to review and infuse. We are consulting with practitioners who have implemented various environmentally sustainable projects, reviewing the new draft standards for Environmental Education, and connecting with faculty from regional teacher education programs who have or are developing effective curriculum in this area. On-going consultation with and professional development of mentor teachers, full-time and adjunct program faculty will be a focus of continued attention. Finally, an area of attention will be the collective assessment of the effectiveness of what has been implemented. This will occur at the program and classroom levels.

Evening Teacher Certification Program

We will be working to synthesize samples of evidence for Standard V into one or two signature assignments for each of the standards, one through four. Our goal is to create culminating assignments that require application of the subskills addressed in the standard. This would also allow us to develop rubrics for assessing these assignments. It would be our hope that the signature assignments could be aligned with the needs of the EBPA collection of evidence where feasible.

Based on our work with the Mead School District Pilot Project this past year, we would like to continue to build on the connections between our teacher and principal candidates and their trained teachers and administrators. Shared professional development opportunities, such as involvement in ongoing Assessment Academies, along with shared products will further our ability to align pre-service instruction with in-service practices.

In order to support a growth model we will explore ways to expand the role of supervisors as emissaries in classrooms and buildings where there is little familiarity with the requirements and practices associated with Standard V. In addition, supervisors and faculty will conduct first year follow-up visits with our students to discuss preparation and continued growth in soliciting, collecting, and analyzing student-based evidence, particularly evidence in student voice, and its impact on student learning.

Along with the other teacher preparation programs in the School of Education we will continue to explore options for co-teaching with district personnel. Co-teaching is a model that supports early and ongoing collaboration between the teacher candidate and the mentor teacher. The clearly defined strategies co-teaching lend themselves to differentiating and personalizing instruction in ways that are in alignment with the goals of Standard V.

Finally, faculty will continue to participate with intercollegiate committees such as the new WACTE committee created to share best practices among participating institutions who strive to prepare technologically proficient teachers and the higher education advisory group for training and implementing a Washington Co-teach movement. In the larger community we will continue to expand our involvement in E3 efforts for environmental, economically and educationally sustainable practices.